

Pupil premium strategy statement – Baynards Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	41% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Judith Dale
Pupil premium lead	Judith Dale
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,275
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,386
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,661

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the challenges faced. The findings from EEF research is used to support decisions around the effectiveness of different strategies and their value for money.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and pupils whose individual circumstances require additional support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our plan is based on the challenges we have identified as preventing our disadvantaged children from achieving their potential. Common barriers to learning can be less support at home, lower language and communication skills, lack of confidence and resilience and attendance and punctuality issues. There may also be complex family situations that prevent children from making progress.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: - Ensure disadvantaged pupils' support is regularly reviewed, taking into account academic, wellbeing, emotional and behaviour needs. - Build effective relationships with parents and carers to ensure needs are identified and supportive strategies are put in place. - Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary.
2	Narrowing the attainment gap across Reading Writing and Maths
3	Limited life experiences and opportunities
4	Attendance and Punctuality issues
5	Improving children's Mental health, Wellbeing, self-esteem and resilience

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved core subject (particularly writing) attainment for disadvantaged pupils at the end of KS2.	KS2 maths and writing outcomes in 2023/24 2024/25 show that the gap between disadvantaged pupils and their peers is significantly reduced.
Pupils access a range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, resilience, perseverance and teamwork are developed.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% • the percentage of the school persistent absentees who are disadvantaged is in line with the percentage of disadvantaged pupils on the school role
Increased home school links support pupils and families, identified as vulnerable or in need, supporting Mental health and wellbeing.	Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance through trained staff in the wellbeing hub.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training - Training of staff on Little Wandle to ensure a consistent approach to teaching of spelling and phonics for new staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF – Phonics + 5 months.</p>	<p>1 2</p>
<p>Training in cycles for supporting children’s language development using Elklan which can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>EEF - Communication and language +7 months</p>	<p>1, 2 and 3</p>
<p>HT to undertake NPQLBC and cascade findings to staff.</p>	<p>EEF – Behaviour Interventions +4 months</p> <p>EEF – Metacognition and self-regulation +7 months</p>	<p>5 and 4</p>
<p>Maths training for staff in KS1 and EYFS and Number stacks in KS2</p>	<p>EEF – Early Numeracy approaches +7 months</p>	<p>2</p>
<p>Staffing – LSAs provide a range of interventions such as phonics, precision teaching and Catch Up. SENCO to teach interventions to year 6 one afternoon a week. Spring term.</p>	<p>EEF - Teaching Assistant Interventions +4 months</p>	<p>1 and 2</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle used across EYFS, KS1 and as an intervention in KS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF – Phonics + 5 months.	1 and 2
Number Stacks used in KS2	EEF – Early Numeracy approaches +7 months.	2
A range of targeted interventions used to include Black Sheep and NELI.	EEF - Teaching Assistant Interventions +4 months	1 and 2
Well-being Hub – small groups supported to improve resilience, self-esteem and well-being.	EEF – Social and emotional learning +4 months	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools – half term for every class.	EEF – Collaborative Learning approaches +5 months EEF – Physical activity +1 months	3 and 5
Swimming	EEF – Physical activity +1 months	3, 4 and 5
Access and attendance at a wider range of sporting activities	EEF – Physical activity +1 months EEF – Collaborative Learning approaches +5 months	3 and 5
Young Voices at the O2 Arena	EEF – Parental Engagement +4 months EEF – Arts Participate +3 months	3 and 5
Residential – Bi-annual	EEF – Physical activity +1 months	3 and 5

	EEF – Collaborative Learning approaches +5 months EEF – Social and emotional learning +4 months	
School Trips	EEF – Social and emotional learning +4 months EEF – Collaborative Learning approaches +5 months	3 and 5
After school clubs – roller skating, choir, art, board games, construction.	EEF – Metacognition and Self-regulation +7 months EEF – Social and emotional learning +4 months	3, 4 and 5
Agents of Change – empowering children to use opportunities to affect change for them, their school and the wider community.	EEF – Social and emotional learning +4 months EEF – Collaborative Learning approaches +5 months	3 and 5
Free access to Breakfast Club	EEF – Parental Engagement +4 months EEF – Extending school time +3 months	3, 4 and 5
Weekly Attendance Award	EEF – Feedback +6 months	3, 4 and 5
Weekly Kindness Cup	EEF – Social and Emotional Learning +4 months	5

Total budgeted cost: £ 63,661

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022/23 there were 11 pupils registered in year 6. 5 of these 11 were Pupil Premium and of those 5, 4 had SEND needs including 1 PPG with an EHCP.

Tracker

Basic Characteristics

Y7 - All Pupils (11 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Y7	11	4 (36.4%)	7 (63.6%)	5 (45.5%)	3 (27.3%)	0 (0%)	0 (0%)	7 (63.6%)	4 (36.4%)	0 (0%)	3 (27.3%)	0 (0%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	4	7	100.0
All	4	7	100.0

End of Key Stage 2 Assessments:

Reading – 3 out of 5 achieved ARE (60%)

Writing – 1 out of 5 achieved ARE (20%)

Maths – 2 out of 5 achieved ARE (40%)

Combined ARE – 1 out of 5 (20%)

Progress from KS1:

Reading – 2 out of 5 made above expected progress and the rest made expected progress.

Writing – 1 out of 5 made above expected progress and the rest made expected progress.

Maths – 1 out 5 made above expected progress and the rest made expected progress.

In comparison to the rest of the cohort PPG children outperformed their peers Reading and Maths.